Tentative (topics subject to change) Schedule for the Assessment Strand in TEED 5022

Note: Please read the chapters listed under the dates before you come to class that day!

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| January 9th  morning  Read Ch 1 & 2 | **Introduction to Assessment** The role of assessment in teaching & learning; Washington State context; intro to learning targets (LTs) & assessment methods. |
| Learning Targets  Session 1 | 1. Know the definitions for the basic assessment terms: LT, evidence, assessment, evaluation, summative, and formative (Fact);  2. Begin to develop understanding of basic assessment terms: LT, evidence, assessment, evaluation (Concept);  3. Begin to develop a positive disposition toward assessment (Disposition). |
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| January 12th  afternoon  Read Ch 3 | **More About Assessment, Focusing on Learning Targets** The structure and role of learning targets; evidence of student achievement. |
| Learning Targets  Session 2 | 1. Know the different LT categories: Fact; Concept; Skill (introduced or practiced); Disposition (Fact);  2. Know the characteristics of effective LTs. Targets will be characterized as: Clear; Categorized; Related to standards (as appropriate) (Fact);  3. Begin to develop understanding of the learning target categories (Concept);  4. Develop beginning ability to write an effective learning target (Introduced Skill). |
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| January 16th  morning | **Learning Targets => Evidence** More on learning targets and their role in learning; focus on evidence of student achievement; different kinds of evidence for different kinds of targets. |
| Learning Targets  Session 3 | 1. Develop refined understanding of the LT categories (fact, concept, skill, and disposition) and their implications for students’ and teachers’ actions (Concept);  2. Develop ability to write LTs and statements of evidence that will facilitate focused instruction and student learning (Introduced Skill);  3. Continue to develop an appreciation for the importance of carefully considered and well-structured LTs and statements of evidence (Disposition). |
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| January 23rd  morning  Read Ch 4 | **Moving from Learning Targets and Evidence Toward Assessment** Refining your understanding of the long-range planning process (Backward Curriculum Design) and the progression from LTs to evidence and assessment; Sign up for a jigsaw chapter team. |
| Learning Targets  Session 4 | 1. Continue to develop ability to write effective LTs and associated statements of evidence. (Practiced Skill);  2. Develop understanding of the relationship between LTs, evidence and assessment. (Concept);  3. Construct a beginning understanding of the ways in which mis-measurement (“bias and distortion”) may enter into the assessment process. (Concept) |
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| January 26th  morning  Read your selected chapter in Stiggins | **Practice with Assessment Possibilities**  Moving from LTs and evidence toward the application of these ideas in the processes of teaching and learning. |
| Learning Targets  Session 5 | 1. Solidify understanding of the backward design process and the role of assessment in the processes of learning and teaching (Concept);  2. Develop understanding of the structure and utility of scoring guides (Concept);  3. Develop ability to select and create appropriate scoring guides (Introduced Skill);  4. Develop understanding of potential for mis-measurement and ways to avoid it in assessment (Concept). |
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| January 26th  afternoon | **Review, Scoring Guides, Minimizing Mis-Measurement**  Solidifying understanding of the sequence of assessment; examining scoring guides; assessing dispositions; preparing for the assessment methods jigsaw. |
| Learning Targets  Session 6 | (Same as for session 5) |
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| February 6th  morning | **Assessment Methods Jigsaw**  Exposure to four fundamental methods of assessment and detailed consideration of one of these. |
| Learning Targets  Session 7 | 1. Develop understanding of assessment methods and their relationship to learning target categories (Concept);  2. Develop skill with the design and implementation of specific assessment methods (Introduced Skill). |
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| February 12th  morning  encyclop. article | **The Quiz**  **External Assessments** A brief look at the history and the future of externally imposed and mandated assessment. Where do we go from here? |
| Learning Targets  Session 8 | 1. Demonstrate skill with the logical formulation of classroom assessments (Practiced skill);  2. Develop beginning understanding of the history of externally imposed and mandated assessment (Concept);  3. Build a considered stance regarding the role of external assessment (Disposition) |
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| March 6th  morning Greenwood article (Distributed in class) | **Applications and Realizations of Assessment**  More on the assessment of dispositions; Standards-Based Assessment; Assigning grades; edTPA assessment issues; assessing dispositions (?) (Ch. 9); informal, formative assessment processes. |
| Learning Targets  Session 9 | 1. Develop understanding of standards-based assessment (Concept);  2. Develop understanding of the assessment of disposition (Concept);  3. Solidify understanding of informal, formative assessment (Concept); |
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| March 9th  morning | **Synthesis and Implications of Assessment in Middle & High Schools**  What have we learned?  Who Graduates and Who Does Not?  Searching the OSPI database  Course Evaluation. |
| Learning Targets  Session 10 | 1. Develop understanding of factors associated with success and failure in K-12 education as related to assessment (Concept);  2. Develop ability to search OSPI database of assessment metrics (Introduced Skill). |

